



APPRAISAL POLICY AND PROCEDURE

Policy reviewed by the Board of Trustees	9 th December 2025
Next review	December 2026

APPRAISAL POLICY

Introduction

The Trust applies this policy to employees at all levels with the exception of those who are employed on a fixed term basis for less than one year, and early career teachers during their induction period.

This policy does not form part of any employee's contract of employment with the Trust and may be amended at any time (employees will be informed of any changes).

This policy provides a framework for a clear and consistent assessment of employee performance, and for supporting staff development within the context of the Trust's plan for improving educational provision and performance, and the standards expected of teachers. It should be read in conjunction with our Pay Policy, and it also explains the process for invoking our Capability Policy and Procedure where there are serious concerns about an employee's performance that the appraisal procedure has been unable to address.

General Principles

Appraisal in this Trust will be a supportive and developmental process designed to ensure that you have the skills and support you need to carry out your role effectively. It will also help you to improve your professional practice and to achieve your career aspirations.

The appraisal process will be managed sensitively and with confidentiality and is designed to minimise the impact on workload for all of those involved. However, this does not override the need for the Trust to quality-assure the operation and effectiveness of the appraisal system.

We are committed to ensuring consistency of treatment and fairness. We will abide by all relevant equality legislation, including the duty to consider making reasonable adjustments for disabled employees.

The Appraisal Period

The appraisal period will run for twelve months from September to August for teachers, and from April to March for support staff. If you are employed on a fixed term contract of less than one year, you will have your performance assessed in accordance with the principles underpinning this policy, but the length of the period will be determined by the duration of their contract.

Appointing Appraisers

In this Trust, the task of appraising the Principal, including the setting of objectives, will be carried out by a committee consisting of two members of the Governing Body who will appoint and consult with an external adviser. The Principal decides who will appraise other employees.

Setting Objectives

Objectives for each employee will be set at or around the start of each appraisal period and in setting the objectives, regard will be had to your work-life balance and objectives will reflect this. The objectives will be Specific, Measurable, Achievable, Relevant and Time-bound (SMART) and will be appropriate to your role and level of experience. The appraiser will seek to agree the objectives with you, but if you cannot agree, the appraiser will determine the objectives. Objectives may be revised during the appraisal period if circumstances change, such as maternity leave or long term sickness absence, to take account of the anticipated absence and to allow you to meet reduced and attainable targets. It will usually be appropriate to include a professional development objective.

When objectives are set, it should be made clear what the success criteria will be and how performance will be assessed: that is to say, how the appraiser will judge whether the objectives have been met. The objectives set for each employee will if achieved, contribute to the Trust's plans for raising standards and improving the education provided to pupils. Objectives should also have a strong focus on effective professional development to ensure that, for example, teachers stay up to date with the latest methodologies, technologies and educational research.

Before, or as soon as practicable after, the start of each appraisal period, you will be informed of any standards against which your performance in that appraisal period will be assessed. For teachers with QTS, this will be based on the Teachers Standards. If you hold QTLS, different standards may apply and you will be informed which apply to you.

Your performance will be assessed against your objectives, and any relevant standards. The appraiser will set out what they will take into account when making judgements as to whether you have met your objectives, and the relevant standards where applicable. Evidence used in the performance management process will relate directly to objectives and should be agreed in advance and be readily available from day-to-day practice. Numerical targets should not be set if it is beyond your control to achieve them.

This might but does not have to include:

- improvements in specific elements of practice, such as behaviour management, development of pedagogy or providing feedback,
- impact on effectiveness of teachers or other staff, and
- wider contribution to the work of the school

Further details are set out in Appendix A

Sources of Evidence

We will set out what evidence we will take into account when making judgements about your performance and whether you have met your individual objectives, and any relevant

standards. This evidence will be decided upon when the objectives are being set at the beginning of the appraisal process. We believe that a range of different methods should be utilised, in a supportive fashion, to assess your performance. It is important to us that methods of assessing your performance do not add to increased workload.

We believe that observation of classroom practice (where applicable) and other responsibilities is a useful way to assess your performance and to support Trust improvement more generally. All observation will be carried out in an open and supportive manner.

Teachers will be regularly observed, and all classroom observations will be carried out by those with QTS. In addition to formal observations, the Principal or other senior leaders with responsibility for teaching standards may carry out learning walks, "drop in" on lessons and carry out or organise book scrutiny in order to evaluate teaching and ensure that high professional standards are maintained. The duration and frequency of formal learning walks, "drop in" observations and book scrutiny will vary depending on factors including the individual circumstances of the teacher, the needs of a particular class or subject area, and the overall objectives and priorities of the Trust.

Other employees who have responsibilities inside or outside the classroom should also expect to have their performance of those responsibilities observed. Performance will also be assessed by reference to appropriate information sources (such as pupil achievement data) and other evidence relevant to your job role, such as financial metrics or survey feedback.

Performance Review and Feedback

Appraisal is a supportive process which will be used to inform continuing professional development. We want to encourage a culture in which all staff take responsibility for improving their skills and teaching practice through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individuals.

Teachers' performance will be assessed against the relevant teacher standards to a level that is consistent with what should reasonably be expected of a teacher in the relevant role and at the relevant stage of their career. School leaders and other appraisers should use their professional judgement when appraising teachers' performance. Teachers should not be expected routinely to provide evidence that they meet all the standards.

You will receive constructive feedback on your performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light. Feedback should acknowledge and praise areas of strength as well as highlighting any areas that need attention or where further development, or support may be appropriate.

Performance should be informally reviewed on a regular basis throughout the year, as part of normal management practice. Formal interim assessments will take place once a term/halfway through the cycle, to assess performance and development against objectives and consider whether any changes need to be made.

Performance Concerns and Transition to Capability

Except in the most serious cases of persistent failures to meet job expectations and standards, you should not ordinarily be placed in capability procedures without first undergoing a period of informal support as part of the appraisal process. Where there are concerns about any aspects of your performance, the appraiser or member of SLT will meet with you to:

- Inform you that you are going to be receiving informal support due to performance concerns;
- give clear feedback about the nature and seriousness of the concerns;
- give you an opportunity to comment on and discuss the concerns;
- set clear objectives and timescales for required improvement;
- decide what support can be provided to help you to address the concerns (such as coaching, mentoring, training or opportunities to observe best practice);
- make clear how and when progress will be reviewed (this may include revising objectives); and
- explain the implications and process if no (or insufficient) improvement is made.

Whilst this is not a formal meeting, the points above should be documented in writing after the meeting to provide clarity.

There should be a clear relationship between the issue, the objectives set, and the planned documented programme of support put in place. The appraiser/member of SLT will work with you in a collaborative manner to establish objectives and timelines, taking into account your circumstances. This may include any medical conditions, well-being support needs, or disabilities protected by equality legislation.

Informal support should be provided for a reasonable period to allow for performance improvement. This will usually be at least 6 weeks but the duration will be determined based on the specific circumstances, with appropriate support in place to facilitate improvement.

The appraiser/member of SLT will meet with you regularly to assess progress and ensure the agreed-upon support is being provided.

When progress is reviewed, after the agreed upon period, if the appraiser/member of SLT is satisfied that you have made, or are making, sufficient improvement, the appraisal process will continue as normal, with any remaining issues being addressed through this process. If progress is not satisfactory (or in the event there are serious performance concerns), you will be notified in writing that your performance will now be managed under the Capability Procedure and you will be invited to attend capability hearing.

Disciplinary procedures will only be triggered by factors related to misconduct or breach of professional standards. It is important these procedures are not confused but in some circumstances where it is appropriate, they may run concurrently.

Annual Assessment

Each employee's performance will be formally assessed at or around the end of each appraisal period. In assessing the performance of the Principal, the

governing body must consult the external adviser. This assessment is the end point to the annual appraisal process.

The appraiser will invite you to an appraisal meeting, and both yourself and the appraiser will be able to provide evidence as input to the discussion. Following the appraisal meeting you will receive and have the opportunity to comment on a final written appraisal report which will include:

- details of your objectives for the appraisal period in question;
- an assessment of your performance of your role and responsibilities against your objectives and the relevant standards;
- an assessment of your continuing professional development needs and aspirations and any action that is recommended to progress them;
- details of a discussion on wellbeing, workload and career progression/aspirations
- a recommendation on pay (which may include 'no progression' whether or not you have been subject to formal or informal capability action)

As outlined in our Pay Policy, decisions regarding pay increases for all employees will be made with reference to the appraisal report and the pay recommendation it contains. Members of teaching staff will be informed of any changes to their pay by 31st October which will be backdated to 1st September in line with our Pay Policy. Members of support staff will be notified of any changes to their pay by March, which will be payable from 1st April.

You have a right to appeal against pay progression decisions, as set out in our Pay Policy

The assessment of performance and your professional development needs will inform the setting of objectives for the following appraisal period.

Appendix A: Teacher Performance Objectives and Standards

Teacher Objectives

Teachers' performance is assessed against the relevant standards as well as against their objectives. Objectives are likely to focus on the:

- impact on pupil progress;
- impact on wider outcomes for pupils;
- improvements in specific elements of practice, such as behaviour management or lesson planning;
- impact on effectiveness of teachers or other staff; and
- wider contribution to the work of the Trust

Objectives provide an important basis for assessing performance, but they are not the only one. A teacher is also expected to meet all of the relevant standards.

Teachers' Standards

All teachers at this Trust are expected to meet the Teachers' Standards as set out in the STPCD in order to be considered good teachers, but they will not be expected to provide evidence of this for the purposes of their appraisal unless otherwise discussed at the appraisal. QTLS teachers may be subject to different or additional standards in which case you will be informed of this in your appraisal. If we have concerns that a teacher may not be meeting the relevant standards, informal support will be provided as set out in this policy.

Post Threshold Standards

Teachers on the Upper Pay Range should be able to demonstrate that they are meeting the Post Threshold Standards as set out below and that they are continuing to meet the criteria for being paid on the Upper Pay Range, as set out in the STPCD and our Pay Policy.

1. Professional Attributes

Frameworks:

P1. Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

2. Professional Knowledge and Understanding

Teaching and Learning:

P2. Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.

Assessment and Monitoring:

P3. Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.

P4. Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

Subjects and Curriculum:

P5. Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.

Health and Wellbeing:

P6. Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.

3. Professional Skills

Planning:

P7. Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.

Teaching:

P8. Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

Team Working and Collaboration:

P9. Promote collaboration and work effectively as a team member.

P10. Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

Career Stage Expectations

The following matrix gives an indication of the standard of performance that we expect teachers to meet in order to achieve progression up the pay scale. This may be supplemented by specific performance objectives for all teachers and the threshold standards for teachers who wish to be paid and to progress on the Upper Pay Range. Teachers are not expected to evidence each aspect at their appraisal, but this may be required in the event of an appeal against a pay decision.

CAREER STAGE EXPECTATIONS					
Professional Area	M1-2	M3-4	M5-6	UPS 1-2	UPS 3
Professional Practice	All lessons good.	All lessons good some with outstanding features.	All lessons good many with outstanding features.	All lessons are good with outstanding features, some outstanding.	All lessons are good with outstanding features, majority outstanding.
Professional Outcomes (Student Progress)	Almost all students progress in line with school expectations with evidence of monitoring, tracking and intervention.	Almost all students progress in line with school expectations with evidence of monitoring, tracking and intervention.	Almost all students progress in line with school expectations; some exceed them with evidence of monitoring, tracking and intervention.	All students progress in line with school expectations; some exceed them with evidence of monitoring, tracking and intervention.	All students progress in line with school expectations; a significant proportion exceeds them with evidence of monitoring, tracking and intervention.
Professional Relationships	Positive working relationships with students, colleagues and parents.	Positive working relationships with students, colleagues and parents which are securely focused on improving student outcomes.	Professional relationships with students, colleagues and parents lead to outstanding class provision.	Plays a proactive role in improving Key Stage or Departmental teams, enhancing provision and student outcomes.	Plays a proactive role in building whole school ethos through initiatives/projects to improve provision and student outcomes.
Professional Development	Able, with support, to identify key professional development needs and respond	Take a proactive role in accessing relevant support and CPD from colleagues, able to keep up-to-date	Fully competent practitioner, able to keep up-to-date with current pedagogy and adapt practice accordingly.	Plays a proactive role in leading the CPD of pastoral or department colleagues. Can lead colleagues in producing	Plays a proactive role in leading the CPD of pastoral or department colleagues. Where appropriate takes part in whole school developments. Can lead teams of

	to advice and feedback. Participate in CPD. Can produce student resources with guidance.	with current pedagogy. Actively participates in relevant training. Can produce effective student resources.	Actively participates in training and can support other colleagues. Can produce effective student resources.	effective resources for students.	colleagues to produce high quality resources to further enhance learning.
Professional Conduct	Meets all standards.	Meets all standards.	Meets all standards.	Meets all standards.	Meets all standards.

